DOCUMENT RESUME

ED 375 376 CS 011 848

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TITLE	Early Literacy Program, Grades 1 and 2, 1992-93. Final Evaluation Report.
INSTITUTION	Columbus Public Schools, OH. Dept. of Program Evaluation.
PUB DATE	24 Mar 94
NOTE	40p.; For 1991-92 report, see ED 358 441.
PUB TYPE	Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Early Intervention; Elementary School Students; Grade 1; Grade 2; *High Risk Students; *Instructional Effectiveness; Primary Education; Program Effectiveness; *Reading Instruction; Reading Research; Urban Education; *Writing Instruction
IDENTIFIERS	Columbus Public Schools OH; *Emergent Literacy; *Ohio Reading Recovery Program; Outcome Based Education

ABSTRACT

A study evaluated the Early Literacy program that served 2,278 underachieving pupils in grades one (1,655) and two (623) who appeared unlikely to learn to read successfully without additional reading instruction. The Early Literacy program teacher and each small group of pupils worked together each day for 40-45 minutes on reading and writing activities. A major part of the evaluation effort was accomplished through the administration of the Metropolitan Achievement Tests. Results indicated that: (1) 137 (64%) of the grade two evaluation sample of 214 students gained at least 3.0 normal curve equivalents (NCEs) in reading comprehension; (2) in total reading, 202 grade two pupils had an average NCE gain of 5.01 NCEs, with 79 discontinued pupils gaining 7.42 NCEs and 123 not discontinued pupils gaining 3.46 NCEs; (3) of the 820 grade one and two treatment group pupils with available retention data, 770 (93.9%) were promoted; (4) 440 (77.6%) grade 1 pupils read five or more books at level eight or above and 139 (89.7%) grade 2 pupils independently read at least 10 books; and (5) 2,104 parents or guardians were involved in the program and that 4,347 contacts were made by these individuals. Findings suggest continuation of the program with consideration given to six areas of concern: examine the process for discontinuing pupils; increase the number of pupils in the evaluation sample; increase parent involvement; provide coordination between the program and classroom teachers; establish structured observation procedures; and maintain a viable inservice program. (Contains eight tables of data. Evaluation and assessment instruments are attached.) (RS)

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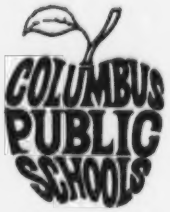
ED 375 376

FINAL EVALUATION REPORT

EARLY LITERACY PROGRAM

GRADES 1 AND 2

1992-93



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FINAL EVALUATION REPORT
EARLY LITERACY PROGRAM
GRADES 1 AND 2
1992-93

ABSTRACT

Program Description: The Early Literacy program served 2278 pupils in grades 1 (1655) and 2 (623). Funding for the program was provided through a combination of sources: Elementary and Secondary Education (ESEA) - Chapter 1, Disadvantaged Pupil Program Fund (DPPF), and Columbus Public Schools' general fund monies. The purpose of the Early Literacy program was to provide early intervention to underachieving first- and second-grade pupils who appeared unlikely to learn to read successfully without additional reading instruction. The program featured small group instruction for first- or second-grade pupils for 40-45 minutes daily. During 1992-93, 69 teachers (50.50 FTEs - Full Time Equivalents) served pupils in 61 schools.

Time Interval: For evaluation purposes, the Early Literacy program began on September 21, 1992. For evaluation based on standardized test data, the time interval ended March 26, 1993. This provided a maximum of 118 possible days of instruction. An additional 24 scheduled days (through May 7, 1993) were included in the time interval for evaluation of desired outcomes not based on standardized test data (Desired Outcomes 2 and 3), providing a maximum of 142 possible days of instruction. To meet the attendance criterion (80%) for the inclusion in the analyses of standardized test data, which included Desired Outcome 1 - Grade 2, grade 2 pupils must have attended at least 94.4 days. To meet the attendance criterion (80%) for inclusion in the analyses of Desired Outcomes 2 and 3, grade 1 and 2 pupils must have attended at least 113.6 days.

Activities: The Early Literacy program teacher and each group of pupils worked together each day on reading and writing activities. The lessons included reading to the pupils, guided reading of charts and stories, shared reading/writing activities, independent reading/writing activities, and activities designed to help pupils attend more closely to print. The lessons were tailored to build on what the pupils already knew while strengthening a self improvement system which would lead to continued growth.

Achievement Objective: Pupils were to receive Early Literacy instruction until they were ready to be successfully discontinued from the program. Discontinued pupils were those who successfully completed the program according to (a) predetermined levels on diagnostic measures indicating that the pupils were reading at the average level for the district, and (b) teachers judgments that the pupils had developed effective reading strategies and could learn in the normal classroom setting without extra individual help.

Evaluation Design: Three desired outcomes were established for the Early Literacy program. First, for grade 2 at least 50 percent of the pupils who attended the program at least 80 percent of the instructional period or who were discontinued would gain at least 3.0 Normal Curve Equivalent (NCE) points for the instructional period in Reading Comprehension. Second, at least 75 percent of grade 1 and 2 pupils who attended the program at least 80 percent of the instructional period or who were discontinued would be promoted to the next grade level. Third, at least 50 percent of grade 1 pupils who attended the program at least 80 percent of the instructional period or who were discontinued would read at least five books at text reading level 8 or above; and at least 50 percent of grade 2 pupils who attended the program at least 80 percent of the instructional period and who were not discontinued would independently read at least 10 books. In addition to the three desired outcomes, federal guidelines also required that aggregate test data be reported for grades 2 and above for individual buildings for Total Reading and Reading Comprehension (aggregate for building must be greater than or equal to 1.0 NCE). Although not part of the evaluation design, parent involvement information was also collected by program teachers.

A major part of the evaluation effort was to be accomplished through the administration of the Metropolitan Achievement Tests, (MAT6, 1985). Administered on a spring-spring test cycle, the test series served as the pretest and posttest for grade 2 pupils. The spring administration to grade 1 pupils served as the pretest for grade 2. Analyses of the standardized test data included average NCE scores and pretest-posttest NCE gains for grade 2. Another major part of the evaluation effort was to be accomplished through the collection of data, using a locally constructed instrument, on pupil independent reading. Locally constructed instruments were also used to collect enrollment/attendance and parent involvement data. District computer files were used for retention data.

Major Findings/Recommendations: Data provided by program teachers indicated that the program served 2278 pupils in 61 schools, including 1655 grade 1 and 623 grade 2 pupils. Average daily membership for the program was 1517.21 pupils, with average days scheduled being 94.58 days and average days served being 83.59 days per pupil. The 2278 pupils served were classified as either discontinued (357), not discontinued but attended the program 80 percent of the instructional period (478), or other pupils served (1443). The evaluation sample for analyses of standardized test data consisted of the 214 grade 2 pupils who were successfully discontinued from the program or who attended the program at least 80 percent of the instructional period, were English-speaking, and had valid pre- and posttest scores on the MAT6 in Reading Comprehension. In addition, 202 grade 2 pupils who were successfully discontinued from the program or attended the program at least 80 percent of the instructional period, were English-speaking, and had valid pre- and posttest scores in Total Reading, comprised the Total Reading evaluation sample for grade 2. The treatment group for Desired Outcomes 2 and 3 - Grade 1 and Desired Outcome 2 - Grade 2 consisted of the 835 pupils (36.7% of those served) who were successfully discontinued from the program or who attended the program at least 80 percent of the instructional period, including 567 (34.3%) grade 1 pupils and 268 (43.0%) grade 2 pupils. The treatment group for Desired Outcome 3 - Grade 2 included 155 (24.9% of those served) pupils who attended the program at least 80 percent of the instructional period but were not discontinued.

The three established desired outcomes were met for the program. Results indicated that 137 (64.0%) of the grade 2 evaluation sample pupils gained at least 3.0 NCEs in Reading Comprehension, achieving Desired Outcome 1 - Grade 2. The average NCE gain for grade 2 pupils was 7.53 NCEs, with discontinued pupils (80) having an average gain of 7.94 NCEs and not discontinued pupils (134) having an average gain of 7.29 NCEs. In Total Reading, grade 2 pupils (202) had an average NCE gain of 5.01 NCEs, with discontinued pupils (79) gaining 7.42 NCEs and not discontinued pupils (123) having a gain of 3.46 NCEs.

Changes in NCE scores for Reading Comprehension for the 214 evaluation sample pupils indicated that 137 pupils (64.0%) made substantial improvement (3.0 NCEs or more); 12 pupils (5.6%) made some improvement (1.0 to 2.9 NCEs); and 65 pupils (30.4%) made no improvement (1.0 NCE or less). Not discontinued pupils showed greater improvement than did discontinued pupils, with 67.9% (91) showing substantial improvement, compared to 57.5% (46) for discontinued pupils. Changes in NCE scores for Total Reading for the 202 grade 2 evaluation sample pupils showed that 111 (55.0%) made substantial improvement; 12 pupils (5.9%) made some improvement; and 79 pupils (39.1%) made no improvement. Discontinued pupils showed greater improvement than did not discontinued pupils, with 63.3% (50) showing substantial improvement, compared to 49.6% (61) for not discontinued pupils.

Of the 820 grade 1 and 2 treatment group pupils with available retention data, 770 (93.9%) were promoted, achieving Desired Outcome 2. By grade level, 517 (92.2%) grade 1 pupils and 253 (97.7%) grade 2 pupils were promoted to the next grade level. Desired Outcome 3 was met, with data indicating that 440 (77.6%) grade 1 pupils read five or more books at level 8 or above and 139 (89.7%) grade 2 pupils independently read at least 10 books. Parent involvement information showed that 2104 different parents or guardians were involved in the program and that 4347 contacts were made by these individuals. The 835 treatment group pupils represented 42.2% (888) of the total number of different parents or guardians involved in the program and 45.3% (1968) of the total contacts made.

It is recommended that the Early Literacy program be continued for the 1993-94 school year, with consideration given to: (1) examining the process for discontinuing pupils; (2) increasing the number of pupils served who meet the attendance criterion for inclusion in the treatment group and evaluation sample; (3) increasing parent involvement; (4) providing opportunities for co-ordination between the program and classroom teachers; (5) establishing a structured process observation procedure; and (6) maintaining a viable inservice program for program teachers.

FINAL EVALUATION REPORT
EARLY LITERACY PROGRAM
GRADES 1 AND 2

1992-93

Program Description

The purpose of the 1992-1993 Early Literacy program was to provide early intervention to underachieving first- and second-grade pupils who appeared unlikely to learn to read successfully without additional reading instruction to supplement their regular classroom reading instruction. To accomplish this purpose the program featured small group instruction for first or second grade pupils for 40-45 minutes daily provided by an Early Literacy program teacher. The group instruction was designed to provide a more comprehensive assessment of a pupil's development of reading and writing strategies than might be achieved during regular classroom instruction. Many of the activities developed during Early Literacy instruction were based on activities established in the Reading Recovery™ program, a program of intensive one-on-one instruction for underachieving at-risk first-grade pupils.

The Early Literacy program was initiated in Columbus Public Schools during the 1990-1991 school year, serving 1477 pupils (817 grade 1 and 660 grade 2 pupils) at 43 schools, with a teaching staff of 65 teachers (20.52 FTEs--Full Time Equivalents). During the 1991-92 school year, the number of pupils served increased to 1773 (1185 grade 1 and 588 grade 2 pupils) with a teaching staff of 54 teachers (37.50 FTEs). For 1992-93, the number of pupils served increased again, with 2278 being served (1655 grade 1 and 623 grade 2), and a teaching staff of 69 teachers (50.50 FTEs). The majority of program teachers taught in both the Early Literacy and Reading Recovery programs, serving three or four groups of Early Literacy pupils and two or three individual Reading Recovery pupils daily, while other program teachers served only Early Literacy pupils, six or seven groups per day. Four teachers were half-time employees of the school system, serving three groups each day.

In 1992-93 the Early Literacy program was located in the following 61 elementary schools. Thirty-nine schools served only grade 1 pupils, two schools served only grade 2 pupils, and 20 schools served both grade 1 and 2 pupils.

Schools and Grade Levels Served by the Early Literacy Program
1992-93

Arlington Park (1)
Avondale (1 & 2)
Beck (1)
Binns (1)
Broadleigh (1)
Burroughs (1 & 2)
Cassady (1)
Cedarwood (1)
Clarfield (1)
Como (1 & 2)
Cranbrook (1)
Dana (1 & 2)
Deshler (1 & 2)
Eakin (1)
East Columbus (1 & 2)
East Linden (1 & 2)
Easthaven (1)
Fair (1 & 2)
Fairmoor (1 & 2)
Fairwood (1)
Fifth (1)
Franklinton (1 & 2)
Gladstone (2)
Hamilton (1)
Heyl (1 & 2)
Highland (1)
Hubbard (1)
Hudson (1 & 2)
Huy (1 & 2)
Innis (1)
Kent (1)
Kenwood (2)
Koebel (1 & 2)
Leawood (1)
Lincoln Park (1)
Lindbergh (1)
Linden (1 & 2)
Livingston (1 & 2)
Main (1)
Maize (1)
McGuffey (1 & 2)
Medary (1)
Moler (1)
North Linden (1)
Ohio (1)
Pilgrim (1)
Reeb (1)
Salem (1)
Scottwood (1)
Second (1 & 2)
Siebert (1)
South Mifflin (1)
Southwood (1)
Stockbridge (1)
Sullivant (1)
Trevitt (1 & 2)
Weinland Park (1)
West Broad (1 & 2)
West Mound (1)
Westgate (1)
Windsor (1)

Note: Number(s) within parentheses refers to grade level(s) served.

Schools were chosen for inclusion in the program according to the percent of pupils attending a school who were eligible for a free or reduced price lunch (F or RPL). Those schools with the highest percentage of F or RPL were included in the program for the year. Fifty-nine of the 61 schools were selected in this manner. Two schools were chosen because they did not receive any other type of compensatory education service for the school year (Gladstone and Kenwood Elementaries). The Early Literacy program was funded by a combination of Elementary and Secondary Education Act (ESEA) Chapter 1, Ohio Disadvantaged Pupil Program Fund (DPPF), and Columbus Public Schools' general fund monies.

The 69 program teachers received support from four program coordinators who provided inservice training and instructional support. Because many of the instructional and assessment strategies used in the Early Literacy program were similar to those used in the Reading Recovery program, the Early Literacy instructional program was enhanced by the fact that all four program coordinators and 64 of the 69 program teachers were trained in Reading Recovery techniques.

At the beginning of the year grade 1 pupils identified as underachieving by their classroom teachers and the Early Literacy program teachers were given two selection tests, Concepts About Print and Dictation (see Appendix A, pp. 19-20), which are two of the diagnostic assessments used in the Reading Recovery program developed by Marie Clay (1979). Raw scores from these two tests were used to determine a Selection Score for each pupil. To be eligible for service, pupils must have had a Selection Score on the Grade 1 Diagnostic Test Scoring Matrix less than 76 (see Appendix B, p. 22), those with the lowest scores being served first. Other grade 1 pupils with Selection Scores below 76 were selected for the Reading Recovery program. A waiting list was formed for those pupils not receiving immediate service in either program. Grade 1 pupils being served in the Early Literacy program were eligible for service in the Reading Recovery program if a space became available, but they could not be served in both programs simultaneously.

Grade 2 pupil eligibility for program service was based on a Service Index Number. A Service Index Number indicates the degree to which a pupil is achieving relative to the pupil's age and appropriate grade level. Grade 2 pupils' Service Index Numbers were determined by their age, grade level, and the test score they received on the previous year's spring standardized test administration (Metropolitan Achievement Tests, 1985, Level Primer, Form L) from a regression equation. Those pupils with the lowest Service Index Numbers were served first. Those pupils without spring standardized test scores who might qualify for service were given a selection test to determine their Service Index Number. If their Service Index Number was below 43.0, they were ranked in order with the other second-grade pupils whose numbers were below 43.0. A waiting list was formed for those pupils not receiving immediate service. Selection procedures followed guidelines established by Federal and State Programs.

The Early Literacy program teacher and a group of five or six pupils worked together each day on reading and writing activities. The lessons included reading to the pupils, guided reading of charts and stories, shared reading/writing activities, independent reading/writing activities, and activities designed to help pupils attend more closely to print. The reading and writing lessons were tailored to build on what the pupils already knew while strengthening a self improvement system which would lead to continued growth.

Pupil progress was monitored by both the Early Literacy program teacher and the pupil's regular classroom teacher. If in consultation they felt that a particular pupil had made satisfactory progress and no longer needed the services of the Early Literacy teacher, established procedures were followed for successfully discontinuing the pupil from the program. The process for discontinuing a grade 1 Early Literacy pupil consisted of the following steps:

[1] The program teacher sent the last five running records (records of exactly what the pupil said and did while reading a story) to a program coordinator for examination.

[2] If the program coordinator determined that the pupil had made satisfactory progress, she notified the program teacher's testing partner (program teachers do not test their own pupils) and arrangements were made for the pupil to be tested for discontinuance.

[3] The pupil was administered three diagnostic survey tests: Writing Vocabulary, Dictation Test, and Text Reading Level developed by Marie Clay as part of the Reading Recovery program. Also, for text reading assessment, a running record was taken while the pupil read an unfamiliar story.

[4] Results of the testing and running record were given to the program coordinator to make the final determination for discontinuing the pupil.

[5] The program teacher informed the regular classroom teacher that the pupil had been successfully discontinued and would no longer receive program service. If the pupil was not successfully discontinued, the program teacher would continue to work with the pupil, emphasizing areas of weakness, until discontinuance testing was administered again.

To be successfully discontinued, a grade 2 pupil must have met four criteria:

[1] The pupil must have been able to learn successfully through regular group instruction in the classroom as demonstrated by receiving satisfactory grades (S) on his/her report card in language arts.

[2] The pupil must have been able to read successfully in the on-grade level text or above-grade level materials used in the classroom.

[3] The pupil must have been able to independently produce daily writings satisfactorily for his/her grade placement.

[4] The pupil must have been able to achieve a minimum score of 80% of the total items on at least two consecutive formative unit tests and a rubric score of three or four on at least one open-ended question on each of the two formative tests, or the pupil must have read a designated second grade reading passage at 90% accuracy level and correctly completed a minimum of 3 of 5 items on an objective item test that corresponds to the testing passage and achieved a rubric score of 3 or 4 on the open-ended question for that passage.

A grade 2 pupil who was discontinued returned to total instruction by the regular classroom teacher and was monitored by the Early Literacy teacher for progress in reading. If a discontinued pupil failed to maintain satisfactory classroom progress, the pupil was re-enrolled in the Early Literacy program. If an opening was not available, the pupil's name was placed at the top of the waiting list because of previous service, regardless of service index ranking.

Evaluation Design

For program year 1992-93, evaluation of the Early Literacy program included two desired outcomes for grade 1 and three desired outcomes for grade 2. Data collected in four major areas were incorporated in the analyses of the desired outcomes: pupil census information, pupil standardized achievement test information, pupil retainee information, and pupil independent reading achievement information. Although not part of the evaluation design, parent involvement information was also collected by program teachers.

Desired Outcome 1 (Grade 2 only)

At least 50 percent of the grade 2 pupils who attended the program at least 80 percent of the instructional period or who were discontinued will gain at least 3.0 Normal Curve Equivalent (NCE) points for the instructional period in Reading Comprehension. Gain will be measured by a nationally standardized achievement test.

Desired Outcome 2 (Grades 1 and 2)

At least 75 percent of the grade 1 and 2 pupils who attended the program at least 80 percent of the instructional period or who were discontinued will demonstrate satisfactory progress in the regular classroom as demonstrated by promotion to the next grade level.

Desired Outcome 3 (Grades 1 and 2)

Of the grade 1 pupils who were discontinued or have attended the program at least 80 percent of the treatment period, at least 50 percent of the pupils will read at least five books at text reading level 8 or above as certified by the program teacher. At least 50 percent of the pupils in grade 2 who have attended the program at least 80 percent of the treatment period and were not discontinued will independently read throughout the treatment period a minimum of ten books as certified by the program teacher.

Standardized test data for Reading Comprehension are reported for grade 2 as required in Desired Outcome 1. Federal guidelines require that aggregate test data (reading and mathematics) be reported for grades 2 and above for individual buildings for Total Reading and Reading Comprehension. For this reason, Total Reading test data are incorporated in the results of pupil standardized achievement test information (pp. 9-12) in this report for grade 2. For grade 1, pretesting did not occur, but posttesting did. Therefore, no Reading Comprehension or Total Reading pretest-posttest change scores could be determined.

Early Literacy program instruction for grades 1 and 2 began on September 21, 1992. For evaluation based on standardized test data, which included Desired Outcome 1-Grade 2 as well as aggregate test information, the time interval ended March 26, 1993. This provided a maximum of 118 days of instruction for grade 2. An additional 24 scheduled days (through May 7, 1993) were included in the time interval for evaluation of desired outcomes not based on standardized test data (Desired Outcomes 2 and 3 for both grades), providing a maximum of 142 possible days of instruction. To meet the attendance criterion (80%) for inclusion in the analyses of standardized test data, grade 2 pupils must have attended at least 94.4 days. To meet the attendance criterion (80%) for inclusion in the analyses of Desired Outcomes 2 and 3, grade 1 and 2 pupils must have attended at least 113.6 days.

Instruments

The evaluation design provided for the collection of data in the following four areas of operation for the overall program. Included in the collection of data was parent involvement information, which was not part of the evaluation design.

1. Teacher Census Information

   Teacher Census Form (TCF) was completed by program teachers to obtain staffing information, including employment status, periods of program instruction, and school assignment (see Appendix C, p. 24).

2. Pupil Census Information

   Calendar Worksheet/Parent Involvement Log (CW/PIL) was used to record pupil service information, Selection Scores/Service Index Numbers, and parent involvement data (see Appendix D, pp. 26-28).

   Pupil Roster was completed by program teachers to indicate official enrollment of each pupil into the program. Program teachers identified pupils served from computer generated lists of all first

or second grade pupils in their buildings. Information included pupil name, student number, date of birth, program teacher name, school code, and program code.

Pupil Data Sheet (PDS) was a computer generated preprinted form used by program teachers to summarize enrollment/attendance data, independent reading achievement information, parent involvement, discontinued status, hours of instruction per week, English-speaking status, and progress made for each pupil served (see Appendix E, p. 30).

3. Retention Information

District computer files were utilized to access retention data.

4. Pupil Independent Reading Achievement/Pupil Standardized Achievement Test Information

Pupil Data Sheet (PDS), described earlier, was a computer generated preprinted form used by program teachers to summarize independent reading achievement information for each pupil served (see Appendix E, p. 30).

The Metropolitan Achievement Tests (MAT6, 1985), administered on a spring-spring test cycle, served as the pretest and posttest for grade 2 pupils. The spring administration to grade 1 pupils served as the pretest for grade 2. The MAT6 tests were also used to generate the Service Index Number. This test series has empirical norms for fall and spring, established October 1-31, 1984, and April 8 to May 15, 1985. The description of the MAT6 pretest and posttest is as follows:

	Level	Form	Recommended Grade Range	Subtests	Number of Items
Posttest (Grade 1) Pretest (Grade 2)	Primer	L	K.5 - 1.9	Vocabulary	15
				Word Recognition Skills	36
				Reading Comprehension	38
				Total Reading	89
Posttest (Grade 2)	Primary 1	L	1.5 - 2.9	Vocabulary	22
				Word Recognition Skills	28
				Reading Comprehension	53
				Total Reading	103

The MAT6 tests were administered by classroom and program teachers. Pretest-posttest change scores are based on the spring-spring test cycle. Posttesting for 1993 occurred March 29-April 2. All testing was done on level, as indicated in the table above.

5. Parent Involvement Information

Parent Involvement Log (PIL) was used to record parent involvement data, including the date, type of activity/involvement, and name of attendee(s) (see Appendix D, p. 28).

Pupil Data Sheet (PDS), described earlier, was a computer generated preprinted form used by program teachers to summarize data collected from the Parent Involvement Logs for each pupil served (see Appendix E, p. 30).

Inservice evaluation information, data which were not specified in the Early Literacy evaluation design but were collected routinely, is not included here but has been submitted to the Department of Federal and State Programs.

Major Findings

Pupil Census Information

During the 1992-93 school year, a total of 2278 pupils were served by the Early Literacy program. Of this number, 1655 grade 1 pupils were served and 623 grade 2 pupils were served. The demographic characteristics (gender, race, and socio-economic status) of the 2278 pupils who were served in the program were analyzed from the school district's Student Master File (SMF) using the June 1993 official enrollment tape. The data were based on information reported by parents and/or school personnel. Of the pupils served, 56.3% (1282) were boys and 43.7% (996) were girls (see Table 1). As for the distribution by race, 44.6% (1015) of the pupils served were identified as Non-Minority, 53.6% (1222) were Black, and the remaining 1.8% (41) were Other Minority (see Table 2). The Other Minority category included Spanish Surname, Asian American, and American Indian. Socio-economic status was indicated by pupil eligibility for subsidized (free or reduced price) lunch as of June 1993. Of the 2278 pupils served, 80.9% (1843) were on free lunch, 5.1% (117) were on reduced price lunch, and 14.0% (318) were not on subsidized lunch (see Table 3). Distributions of gender, race, and socio-economic status by grade level are displayed in Tables 1-3.

The average number of hours of instruction in the Early Literacy program per pupil per week was 3.8 hours. The average daily membership for the program was 1517.21 pupils, with average days scheduled (enrollment) being 94.58 days per pupil, and average days served (attendance) being 83.59 days per pupil. Enrollment and attendance data are used to determine whether a pupil will be included in the treatment group for program analyses. To be included in the analyses for Desired Outcome 1, grade 2 pupils must have been discontinued or attended the program 94.4 days, had valid pre- and posttest scores, and have been English-speaking. Grade 1 pupils needed to be discontinued or to have attended a minimum of 113.6 days to be included in the analyses for Desired Outcomes 2 and 3. Grade 2 pupils also needed to be discontinued or to have attended a minimum of 113.6 days to be included in the analyses for Desired Outcome 2, but the treatment group for Desired Outcome 3 - Grade 2 included those pupils who attended a minimum of 113.6 days but were not discontinued. Data pertaining to enrollment and attendance are presented in Table 4. Of the 2278 pupils served, 357 (15.7%) were successfully discontinued from the program. These 357 discontinued pupils represented 42.8% of the 835 Desired Outcome 2 treatment group pupils. By grade level, 244 (14.7%) of the 1655 grade 1 pupils were successfully discontinued, while 113 (18.1%) of the 623 grade 2 pupils were successfully discontinued (see Table 5).

Pupil census information was also obtained from program teachers (Pupil Data Sheet, Appendix E, p. 30) concerning whether or not pupils were English-speaking and, from the Student Master File, whether or not pupils qualified for a special education program. Of the 2278 pupils served, 87 (3.8%) qualified for a special education program. Concerning pupils' English-speaking ability, only 11 (0.5%) of the 2278 pupils served were non-English speaking.

To be included in the Early Literacy treatment group for Desired Outcomes 2 and 3 - Grade 1 and Desired Outcome 2 - Grade 2, a pupil must have been successfully discontinued from the program or attended the program at least 80 percent of the instructional period. Of the 2278 pupils served, 36.7% (835) met the established criteria and were included in the treatment group, including 357 discontinued pupils and 478 not discontinued pupils who met the 80 percent attendance criterion (see Table 5). By grade level, 34.3% (567) of grade 1 pupils were included in the treatment group and 43.0% (268) of grade 2 pupils were included. The small number of pupils served who met the treatment group criteria can be attributed to a number of factors. First, a number of first grade pupils were transferred from the Early Literacy program to be served in the Reading Recovery program and consequently did not achieve the necessary attendance requirement for the Early Literacy program. Also, high pupil mobility resulted in some pupils moving to a school that did not offer the Early Literacy program or to a school where they were

Table 1

Percent and Number of Early Literacy Pupils Served by Gender 1992-93

Gender	%	(N)
Boys		
Grade 1	41.2	(938)
Grade 2	15.1	(344)
Subtotal	56.3	(1282)
Girls		
Grade 1	31.5	(717)
Grade 2	12.2	(279)
Subtotal	43.7	(996)
Total	100.0	(2278)

Table 2

Percent and Number of Early Literacy Pupils Served by Race 1992-93

Race	%	(N)
Non-Minority		
Grade 1	31.6	(719)
Grade 2	13.0	(296)
Subtotal	44.6	(1015)
Black		
Grade 1	39.8	(906)
Grade 2	13.9	(316)
Subtotal	53.6	(1222)
Other Minority[a]		
Grade 1	1.3	(30)
Grade 2	0.5	(11)
Subtotal	1.8	(41)
Total	100.0	(2278)

[a] Includes Spanish Surname, Asian American, and American Indian

Table 3

Percent and Number of Early Literacy Pupils Served by Subsidized Lunch Status 1992-93

Subsidized Lunch Status	%	(N)
Free		
Grade 1	58.4	(1330)
Grade 2	22.5	(513)
Subtotal	80.9	(1843)
Reduced		
Grade 1	3.9	(88)
Grade 2	1.3	(29)
Subtotal	5.1	(117)
Paying		
Grade 1	10.4	(237)
Grade 2	3.6	(81)
Subtotal	14.0	(318)
Total	100.0	(2278)

Note. Based on June 1993 data

Table 4

Number of Pupils Served, Averages for Days Scheduled, Days Served, Daily Membership, and Hours of Instruction Per Week for Early Literacy Program Reported by Grade Level 1992-93

Grade	Pupils Served	Average Days Scheduled	Average Days Served	Average Daily Membership	Average Hours of Instruction per Pupil per Week
1	1655	95.28	84.22	1110.46	3.8
2	623	92.71	81.92	406.75	3.8
Total	2278	94.58	83.59	1517.21	3.8

Table 5

Percent and Number of Early Literacy Pupils Served by Pupil Category and Grade Level 1992-93

Grade Level	Pupil Category: Discontinued Pupils[a] %	(N)	Not Discontinued Pupils[b] %	(N)	Other Pupils Served[c] %	(N)	Total Pupils Served %	(N)
Grade 1	14.7	(244)	19.5	(323)	65.7	(1088)	72.7	(1655)
Grade 2	18.1	(113)	24.9	(155)	57.0	(355)	27.3	(623)
Total	15.7	(357)	21.0	(478)	63.3	(1443)	100.0	(2278)

[a] Discontinued pupils did not have to meet attendance criteria

[b] Not discontinued pupils with 80% program attendance

[c] Other pupils served with less than 80% program attendance

placed on a waiting list for service because no immediate space was available and therefore did not meet the attendance requirement.

The two evaluation samples for the Early Literacy program were comprised of grade 2 pupils from the Desired Outcome 2 treatment group who also were English-speaking and had valid pre- and posttest scores on the MAT6. The Total Reading evaluation sample included 202 pupils, which was 32.4% of the 623 grade 2 pupils served in the program. The Reading Comprehension evaluation sample was comprised of 214 grade 2 pupils with valid pre- and posttest scores. The evaluation sample pupils made up 34.3% of the 623 grade 2 pupils served in the Early Literacy program.

Pupil Standardized Achievement Test Information

Desired Outcome 1-Grade 2 stated that at least 50 percent of the pupils who attended the program at least 80 percent of the instructional period or who were discontinued would gain at least 3.0 Normal Curve Equivalent (NCE) points in Reading Comprehension. Of the 214 grade 2 pupils who comprised the Reading Comprehension evaluation sample, 137 (64.0%) gained at least 3.0 NCEs, indicating that the 50% criterion level for this desired outcome was met.

Pretest-posttest change score data for grade 2 Early Literacy program pupils are summarized in Tables 6 and 7. The normal curve equivalent (NCE) is used in Tables 6 and 7 because it provides the truest indication of pupil growth in achievement. It should be noted that NCEs, like percentile ranks, compare the pupils' performances in relation to the general population. No change in NCE score from pretest to posttest does not denote a lack of absolute progress; on the contrary, it means that over the school year the pupil has progressed at the expected rate of growth and has maintained the same relative position in terms of the general population. Therefore, even a small gain in NCEs indicates an advancement from the pupil's original position relative to the general population.

Table 6 contains a summary of pretest, posttest, and change scores for Total Reading for the 202 Early Literacy Total Reading evaluation sample pupils in grade 2. The data in Table 6 show the total average growth in Total Reading for pupils was greater than expected. While the expected NCE change for the normal school population is zero NCE points during the course of a school year, the total average change for Early Literacy pupils was 5.01 NCE points. Discontinued pupils showed much greater gains in Total Reading than did not discontinued pupils. The 79 discontinued pupils with valid pre- and posttest scores showed a gain of 7.42 NCEs, while the 123 not discontinued pupils had an average gain of 3.46 NCEs.

Table 6 also contains pretest, posttest, and change scores in Reading Comprehension for grade 2 pupils. For the 214 pupils in the Early Literacy Reading Comprehension evaluation sample, the data indicate the average growth for grade 2 pupils was greater than expected. Grade 2 pupils showed a gain of 7.53 NCEs in Reading Comprehension. Discontinued pupils (80) had an average gain of 7.94 NCEs, and not discontinued pupils (134) showed a comparable gain of 7.29 NCEs.

Table 7 contains a summary of data related to the changes in NCE scores for Total Reading and Reading Comprehension for three ranges: (a) no improvement in NCE scores (less than 1.0), (b) some improvement in NCE scores (1.0 to 2.9), and (c) substantial improvement in NCE scores (3.0 or more). For Total Reading, the data indicate that 123 grade 2 pupils (60.9%) made gains in NCE scores. This means that 60.9% of the grade 2 pupils in the evaluation sample progressed at a rate that was greater than expected for them. More specifically, 111 pupils (55.0%) made substantial improvement; 12 pupils (5.9%) made some improvement; and 79 pupils (39.1%) made no improvement in Total Reading, as evidenced by a gain of less than 1.0 or a decline in NCE scores. Comparing discontinued pupils to not discontinued pupils, 63.3% (50) of the discontinued pupils showed substantial improvement compared to 49.6% (61) for

Table 6

Minimum, Maximum, Average, and Standard Deviation of the Pretest and Posttest Normal Curve Equivalents (NCE) for Grade 2 Early Literacy Program Pupils in Total Reading and Reading Comprehension by Discontinued Status
1992-93

Test	Number of Pupils	Pretest				Posttest				Average NCE Change
		Min.	Max.	Average NCE	Standard Deviation	Min.	Max.	Average NCE	Standard Deviation	
Total Reading										
Discontinued	79	1.0	64.2	29.93	14.51	1.0	70.9	37.35	14.22	7.42
Not Discontinued	123	1.0	53.7	14.41	12.33	1.0	58.7	17.87	11.06	3.46
Total	202	1.0	64.2	20.48	15.22	1.0	70.9	25.49	15.61	5.01
Reading Comprehension										
Discontinued	80	1.0	81.1	31.76	16.45	6.7	73.7	39.70	15.05	7.94
Not Discontinued	134	1.0	48.9	15.74	12.00	1.0	62.3	23.03	11.28	7.29
Total	214	1.0	81.1	21.73	15.83	1.0	73.7	29.26	15.13	7.53

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Table 7

Number and Percent of Pupils in Change Categories for
NCE Scores for Grade 2 Early Literacy Program Pupils in Total Reading and Reading Comprehension
by Discontinued Status
1992-93

Test	Change Categories for NCE Scores: No Improvement (less than 1.0) N	%	Some Improvement (1.0 to 2.9) N	%	Substantial Improvement (3.0 or more) N	%	Total Pupils in Sample N	%
Total Reading								
Discontinued	26	32.9	3	3.8	50	63.3	79	39.1
Not Discontinued	53	43.1	9	7.3	61	49.6	123	60.9
Total	79	39.1	12	5.9	111	55.0	202	100.0
Reading Comprehension								
Discontinued	29	36.3	5	6.3	46	57.5	80	37.4
Not Discontinued	36	26.9	7	5.2	91	67.9	134	62.6
Total	65	30.4	12	5.6	137	64.0	214	100.0

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not discontinued pupils. Of the 214 grade 2 pupils in the Reading Comprehension evaluation sample, the data show that 149 pupils (69.6%) made gains in NCE scores, progressing at a rate that was greater than expected. Substantial improvement was made by 137 (64.0%) pupils; some improvement by 12 (5.6%) pupils; and no improvement by 65 (30.4%) pupils. Comparing discontinued pupils to not discontinued pupils, 67.9% (91) of the not discontinued pupils showed substantial improvement compared to 57.5% (46) for discontinued pupils.

Program teachers' judgments of individual pupil progress were collected from teachers via the Pupil Data Sheet (see Appendix E, p. 30) at the end of the school year. Teachers rated individual pupil progress as much, some, or none. Of the 2278 pupils served in the program, teacher judgments indicated that 2145 pupils (94.2%) showed improvement. More specifically, 962 pupils (42.2%) showed much improvement; 1183 pupils (51.9%) showed some improvement; and 133 pupils (5.8%) were judged as making no improvement. It should be remembered that these frequencies and percents are based on all pupils served, not just pupils included in the treatment group and evaluation samples.

Pupil Retainee Information

Desired Outcome 2 - Grades 1 and 2 stated that at least 50 percent of the pupils who attended the program at least 80 percent of the instructional period or who were discontinued would demonstrate satisfactory progress in the classroom by being promoted to the next grade level. Pupils who met the attendance criteria or were discontinued composed the treatment group. Data analyzed from the district June 1993 official enrollment tape indicate that the desired outcome was met. Of the 835 pupils in the Early Literacy treatment group, data were available for 820 pupils. Of these 820 pupils, 770 (93.9%) made satisfactory progress and were promoted to the next grade. Only 50 pupils (6.1%) were retained in their present grade. By grade level, 517 (92.2%) grade 1 pupils were promoted to grade 2 and 253 (97.7%) grade 2 pupils were promoted to grade 3.

Pupil Independent Reading Information

Desired Outcome 3 - Grade 1 stated that at least 50 percent of the pupils who were discontinued or attended the program at least 80 percent of the instructional period would read at least five books at text reading level 8 or above as certified by the program teacher. Of the 1655 grade 1 pupils served in the program, 567 (34.3%) met one of the criterion and were included in the treatment group. Of these 567 pupils, 440 (77.6%) read five or more books at level 8 or above, indicating that the 50% criterion level for this desired outcome was met.

Desired Outcome 3 - Grade 2 stated that at least 50 percent of the pupils who attended the program at least 80 percent of the instructional period and were not discontinued would independently read throughout the treatment period a minimum of ten books as certified by the program teacher. Of the 623 grade 2 pupils served in the program, 155 (24.9%) met both criteria for inclusion in the treatment group. Of these 155 pupils, 139 (89.7%) read at least ten books to the satisfaction of the program teacher, indicating that the 50% criterion level for this desired outcome was met.

Parent Involvement Information

Records of parent contacts and activities were maintained by program teachers using the Parent Involvement Log (Appendix D., p. 28), documenting the date of parent contact, the type of activity, and which parents or guardians participated in each activity. Table 8 displays parent involvement data collected by program teachers on the Parent Involvement Log for each of the 2278 pupils served in the program. The data indicate that a total of 2104 different parents or guardians were involved in some way with the program and that program teachers made 4347 contacts with these 2104 individuals. It should be noted that the total number of parents involved is not additive, as a parent could be involved in more than

Table 8

Number of Parents
Reported for Parent Involvement Activities for
Early Literacy Program
1992-93

Program Activities	Totals for Year: Treatment Group Pupils[a] (N=835)	Totals for Year: All Pupils Served (N=2278)
1. Parents involved in the planning, operation and/or evaluation of your unit		
Number of Parents	23	41
Number of Contacts	31	56
2. Group meetings for parents		
Number of Parents	223	450
Number of Contacts	266	531
3. Individual parent conferences		
Number of Parents	818	1910
Number of Contacts	1439	3230
4. Parental classroom visits or field trips		
Number of Parents	182	378
Number of Contacts	211	449
5. Visits by teacher to parents' homes		
Number of Parents	20	71
Number of Contacts	21	81
Total Parents Contacted[b]	888	2104
Total Number of Contacts	1968	4347

[a] Treatment Group Pupils are those who attended the program at least 80 percent of the instructional period or who were discontinued from the program.

[b] Total Parents Contacted is based on an unduplicated count of parents contacted, which is less than the sum obtained when combining the Number of Parents for Activities 1-5.

one activity for the year. Approximately three-fourths (74.3%) of contacts with parents or guardians was through individual parent conferences (3230 contacts). The smallest number of contacts with parents or guardians involved planning, operating, and/or evaluating the program, with 56 contacts (1.3% of all contacts made). Table 8 also displays parent involvement data for the parents of the 835 treatment group pupils. The 835 treatment group pupils represented 36.7% of the 2278 pupils served, but represented 45.3% (1968) of the total number of contacts made for the year and 42.2% (888) of the individual parents involved in the program. Similar to parent involvement for all pupils served, approximately three-fourths (73.1%) of the parent contacts for treatment group pupils was with individual conferences (1439 contacts). The smallest number of contacts with parents or guardians of treatment group pupils involved home visits, with 21 contacts (1.1% of all contacts made).

Program teachers also maintained records, using the Parent Involvement Log, of whether or not parents helped their child with homework and whether or not the parents read to their child or the child read to the parents. Of the 2278 pupils served, 86.2% (1964) had parents who helped with homework and 90.3% (2056) either read to their parents or had their parents read to them. For the 835 treatment group pupils, 92.0% (768) had parents who helped with homework and 95.3% (796) either read to their parents or had their parents read to them.

Summary/Recommendations

The Early Literacy program provided additional reading instruction to underachieving first- and second-grade pupils in 61 schools. The program featured small group instruction for five or six pupils for 40-45 minutes daily. For evaluation purposes, the program began on September 17, 1992. For evaluation based on standardized test data, the time interval ended March 26, 1993. This provided a maximum of 118 possible days of instruction. An additional 24 scheduled days (through May 7, 1993) were included in the time interval for evaluation of desired outcomes not based on standardized test data (Desired Outcomes 2 and 3 for both grades), providing a maximum of 142 possible days of instruction. To meet the attendance criterion (80%) for inclusion in the analyses of standardized test data (Desired Outcome 1 - Grade 2), grade 2 pupils must have attended at least 94.4 days. To meet the attendance criterion for inclusion in the analyses of Desired Outcomes 2 and 3 for both grades, pupils must have attended at least 113.6 days.

A total of 2278 pupils were served, including 1655 grade 1 and 623 grade 2 pupils. Average daily membership for the program was 1517.21 pupils, with average days scheduled being 94.58 days per pupil and average days served being 83.59 days per pupil. For evaluation purposes, the 2278 pupils served were classified as either discontinued (357), not discontinued but attended the program 80 percent of the instructional period (478), or other pupils served (1443). The evaluation sample for analyses of standardized test data consisted of the 214 grade 2 pupils who were successfully discontinued from the program or who attended the program at least 80 percent of the instructional period, were English-speaking, and had valid pre- and posttest scores on the MAT6 in Reading Comprehension. In addition, 202 grade 2 pupils were successfully discontinued from the program or attended the program at least 80 percent of the instructional period, were English-speaking, and had valid pre- and posttest scores in Total Reading, comprising the Total Reading evaluation sample for grade 2. The treatment group for Desired Outcomes 2 and 3 - Grade 1 and Desired Outcome 2 - Grade 2 consisted of the 835 pupils (36.7% of those served) who were successfully discontinued from the program or who attended the program at least 80 percent of the instructional period, including 567 (34.3%) grade 1 pupils and 268 (43.0%) grade 2 pupils. The treatment group for Desired Outcome 3 - Grade 2 included 155 (24.9% of those served) pupils who attended the program at least 80 percent of the instructional period but were not discontinued.

Three desired outcomes for grade 2 and two desired outcomes for grade 1 were established and met for the Early Literacy program. Desired Outcome 1 - Grade 2 stated that 50 percent of the evaluation sample pupils would gain 3.0 NCE points or more for the instructional period in Reading Comprehension. Data showed that 137 (64.0%) of the 214 grade 2 evaluation sample pupils gained at least 3.0 NCEs,

allowing the desired outcome to be met. The average NCE gain for grade 2 Early Literacy pupils was 7.53 NCEs, with discontinued pupils (80) having an average gain of 7.94 NCEs and not discontinued pupils (134) having an average gain of 7.29 NCEs. In grade 2 Total Reading, the average NCE gain for the 202 evaluation sample pupils was 5.01 NCEs, with discontinued pupils (79) showing an average gain of 7.42 NCEs and not discontinued pupils (123) having an average gain of 3.46 NCEs.

Changes in NCE scores for Reading Comprehension for the 214 grade 2 evaluation sample pupils showed that 137 pupils (64.0%) made substantial improvement (3.0 NCEs or more); 12 pupils (5.6%) made some improvement (1.0 to 2.9 NCEs); and 65 pupils (30.4%) made no improvement (1.0 NCEs or less). Not discontinued pupils showed greater improvement than did discontinued pupils, with 67.9% (91) showing substantial improvement, compared to 57.5% (46) for discontinued pupils. Changes in NCE scores for Total Reading for the 202 grade 2 evaluation sample pupils indicated that 111 pupils (55.0%) made substantial improvement; 12 pupils (5.9%) made some improvement; and 79 pupils (39.1%) made no improvement. Discontinued pupils showed greater improvement than did not discontinued pupils, with 63.3% (50) showing substantial improvement, compared to 49.6% (61) for not discontinued pupils.

Desired Outcome 2 - Grades 1 and 2 stated that at least 50 percent of the pupils who attended the program at least 80 percent of the instructional period or who were discontinued would be promoted to the next grade level. Of the 820 pupils who met the attendance criteria or were discontinued and were in the district computer retention file, 770, (93.9%) were promoted, indicating the desired outcome was met. By grade level, 517 (92.2%) grade 1 pupils were promoted to grade 2 and 253 (97.7%) grade 2 pupils were promoted to grade 3.

Desired Outcome 3 - Grade 1 stated that at least 50 percent of the pupils who were discontinued or attended the program at least 80 percent of the instructional period would read at least five books at text reading level 8 or above. Of the 567 grade 1 pupils who met the attendance criteria or were discontinued, 440 (77.6%) read five or more books at level 8 or above, indicating the desired outcome was met. Desired Outcome 3 - Grade 2 stated that at least 50 percent of the pupils who attended the program at least 80 percent of the instructional period and were not discontinued would independently read a minimum of ten books. Of the 155 pupils who met both of the criteria, 139 (89.7%) independently read at least 10 books, indicating the desired outcome was met.

Records of parent contacts and activities maintained by program teacher for the 2278 pupils served indicated 2104 different parents or guardians were involved in some way with the program. These 2104 individuals made a total of 4347 contacts with program teachers. The 835 treatment group pupils represented 36.7% of the 2278 pupils served, but represented 45.3% (1968) of the total number of contacts and 42.2% (888) of the individual parents involved in the program.

Based on the evaluation results, it is recommended that the Early Literacy program be continued in the 1993-94 school year. With that in mind, the following recommendations are presented.

1. The process by which pupils are discontinued from the program needs to be re-examined. Pupils are to be discontinued from the program when they reach the average reading ability of their classroom. Often times program teachers keep pupils in the program too long after they have reached the average level of ability for their classroom. If pupils are kept too long in the program, other pupils may be denied service.

2. With only 36.7% (835) of the 2278 pupils served being included in the treatment group for program analyses, every effort must be made to ensure that daily program service is provided to as many pupils as possible so that more pupils will meet the attendance criterion. Scheduling of daily group sessions should be a high priority in order to maximize the number of days pupils

receive service. If program teachers must alter their schedules on a given day, Early Literacy instructional time should be the last thing eliminated.

3. As increased parent involvement is regarded as one of the indicators of effective schools, every effort must be undertaken to promote parental involvement in the program, especially in the areas of planning, operation, and evaluation.

4. The whole language instructional strategies and techniques used by program teachers need to be shared with and enhanced by the regular classroom teacher. The instruction provided by the program teacher and by the regular classroom teacher must complement each other. The academic achievement of pupils will suffer if they receive mixed messages in their reading and writing instruction. Opportunities must be made available for program teachers and regular classroom teachers to develop a consistent whole language based approach to instruction.

5. An on-going process of site visitations by the program evaluator needs to be continued. These visits provide invaluable information for the program evaluator in the areas of content and instruction and provide program teachers the opportunity to clarify questions they may have about evaluation requirements and record keeping. These visitations also help build a rapport between the program teacher and program evaluator.

6. Inservice meetings should be continued to provide program teachers the opportunity to enhance their instructional intervention skills, to share instructional ideas with one another, and to clarify any concerns or misconceptions they may have about the total Early Literacy program.

References

Clay, M. M. (1979). The early detection of reading difficulties: A diagnostic survey and reading recovery procedures. Aukland, New Zealand: Heinemann Publishers.

Appendix A

Concepts About Print and Dictation

CONCEPTS ABOUT PRINT SCORING SHEET

Date: _____ Stones: _____ Sand: _____ TEST SCORE /24 19

School Name: _____

Classroom Teacher: _____

Use the script when administering this test.

PAGE	SCORE	ITEM
Cover	_____	1. Front of book
2/3	_____	2. Print contains message
4/5	_____ _____ _____ _____	3. Where to start 4. Which way to go 5. Return sweep to left 6. Word by word matching
6	_____	7. First and last concept
7	_____	8. Bottom of picture
8/9	_____	9. Begin 'The' (Sand) or 'I' (Stones) bottom line, top OR turn book
10/11	_____	10. Line order altered
12/13	_____ _____ _____	11. Left page before right 12. One change in word order 13. One change in letter order
14/15	_____ _____	14. One change in letter order 15. Meaning of?
16/17	_____ _____ _____ _____	16. Meaning of period/full stop 17. Meaning of comma 18. Meaning of quotation marks 19. Locate M m H h (Sand) OR Tt Bb (Stones)
18/19	_____	20. Reversible words (was, no)
20	_____ _____ _____ _____	21. One letter: two letters 22. One word: two words 23. First & last letter of word 24. Capital letter

Directions

1. Place the pupil's ID label on the back of the form. If there is no ID label for a pupil, please provide student number, birthdate, student's legal name (last, first, MI), grade, and school code in the space provided.
2. Put an X in the blank next to the form of the test the student took (either Stones or Sand).
3. In the score column, place a 1 (one) beside each correct item. If the item was incorrect, place a 0 (zero) in the column.
4. Record the total number of items correct in the test score box.
5. Turn this form over and enter data from the Dictation test.

DICTATION SCORING SHEET

Date: _____

School Name: _____

Classroom Teacher: _____

TEST SCORE /37

20

Th	e	b	u	s	i	s	c	o	m	i	n	g.	l	t	w	i	l	l	s	t	o	p	h	e	r	e				
1	2	3	4	5	6	7	8	9	1 0	1 1	1 2	1 3	1 4	1 5	1 6	1 7	1 8		1 9	2 0	2 1	2 2	2 3	2 4	2 5							

t	o	l	e	t	m	e	g	e	t	o	n.																					
2 6	2 7	2 8	2 9	3 0	3 1	3 2	3 3	3 4	3 5	3 6	3 7																					

Directions

1. Be certain you have completed the required information at the bottom of the form or placed an ID label on the form.
2. Follow the directions for administering and scoring the Dictation test.
3. In the blank above each phoneme, place a 1 (one) if the pupil responded correctly. If the phoneme was incorrect, place a 0 (zero) in the blank. If the phoneme was not attempted, do not mark anything on the line.
4. Record the total number of correct phonemes in the test score box.
5. Return this form to your program evaluator at the Department of Program Evaluation, 52 Starling Street. Keep a copy in your files.

PLACE LABEL HERE

STUDENT NO. _ _ _ _ _ _ _ BIRTHDATE _ _ _ _ _ _ _ _
M M D D Y Y

NAME _
LAST FIRST MI

GRADE _ _ SCHOOL CODE _ _ _

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Appendix B

Selection Score Matrix

GRADE 1 DIAGNOSTIC TEST SCORING MATRIX
TO DETERMINE PUPIL'S SELECTION SCORE

DICTATION SCORE	CONCEPTS ABOUT PRINT SCORE																	...24
	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	
0	19	21	24	26	29	31	34	36	38	41	43	46	48	51	53	56	58	58	
1	20	23	25	27	30	32	35	37	40	42	45	47	49	52	54	57	59	59	
2	21	24	26	29	31	33	36	38	41	43	46	48	51	53	55	58	60	60	
3	22	25	27	30	32	35	37	40	42	44	47	49	52	54	57	59	62	62	
4	24	26	28	31	33	36	38	41	43	46	48	50	53	55	58	60	63	63	
5	25	27	30	32	35	37	39	42	44	47	49	52	54	57	59	61	64	64	
6	26	28	31	33	36	38	41	43	45	48	50	53	55	58	60	63	65	65	
7	27	30	32	34	37	39	42	44	47	49	52	54	56	59	61	64	66	66	
8	28	31	33	36	38	41	43	45	48	50	53	55	58	60	63	65	67	67	
9	29	32	34	37	39	42	44	47	49	51	54	56	59	61	64	66	69	69	
10	31	33	36	38	40	43	45	48	50	53	55	58	60	62	65	67	70	70	
11	32	34	37	39	42	44	46	49	51	54	56	59	61	64	66	68	71	71	
12	33	35	38	40	43	45	48	50	53	55	57	60	62	65	67	70	72	72	
13	34	37	39	41	44	46	49	51	54	56	59	61	63	66	68	71	73	73	
14	35	38	40	43	45	48	50	52	55	57	60	62	65	67	70	72	74	74	
15	36	39	41	44	46	49	51	54	56	58	61	63	66	68	71	73	76		
16	38	40	43	45	47	50	52	55	57	60	62	65	67	69	72	74			
17	39	41	44	46	49	51	54	56	58	61	63	66	68	71	73	76			
18	40	42	45	47	50	52	55	57	60	62	64	67	69	72	74				
19	41	44	46	49	51	53	56	58	61	63	66	68	71	73	75				
20	42	45	47	50	52	55	57	59	62	64	67	69	72	74					
21	44	46	48	51	53	56	58	61	63	66	68	70	73						
22	45	47	50	52	54	57	59	62	64	67	69	72	74						
23	46	48	51	53	56	58	61	63	65	68	70	73							
24	47	49	52	54	57	59	62	64	67	69	72	74							
.																			
.																			
.																			
37																			

NOTE: Pupils with a Selection Score not included on this matrix will not qualify for Chapter 1 program.

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REVISED 6/29/92

Appendix C

Teacher Census Form

Teacher Census Form
1992-93

Social Security Number _ _ _ - _ _ - _ _ _ _

Name _____
(Legal Name for Mailing Labels)

School Assignment _____ Cost Center _ _ _

Your Program Coordinator/Teacher Leader _____

List all Chapter 1/DPPF programs you are involved with:

	Program	Program Code
1.	_____	_ _ _ _ _
2.	_____	_ _ _ _ _
3.	_____	_ _ _ _ _
4.	_____	_ _ _ _ _

Full-Time Employee _____
or (check one)
Part-Time Employee _____

Number of Reading Recovery sections per day _____

Number of Early Literacy -Gr. 1 groups per day _____

Number of Early Literacy -Gr. 2 groups per day _____

Appendix D

Calendar Worksheet/Parent Involvement Log

CALENDAR WORKSHEET FOR COMPUTING DAYS OF PUPIL SERVICE
1992-93
Early Literacy 1

Student Legal Name _____ (Last, First)

Student Birthdate __ __ __ __ __ __ (M M D D Y Y)

Student Number __ __ __ - __ __ __

Race Code ____ (1-5) Sex ____ (M or F)

Note: Please keep original worksheets for all pupils (even for pupils who leave). Do not send to program coordinator or to other RR schools.

Grade Level 0 1

Selection Score __ __

Teacher Name _____

Program Code 9 3 3 9 6

School _____

School Code __ __ __

1992-93	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	SUB-TOTALS Scheduled (1,2)	SUB-TOTALS Served (2)
Aug. 31 - Sept. 25	M	M	2	3	4	H	8	9	10	11	14	15	16	17	18	21	22	23	24	25		
(Max. schdl. days=5)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0							
Sept. 28 - Oct. 23	28	29	30	1	2	5	6	7	8	9	12	13	14	15	conf.	19	20	21	22	23		
(Max. schdl. days=19)															0							
Oct. 26 - Nov. 20	26	27	28	29	30	2	3	4	5	6	9	10	11	12	13	16	17	18	19	PC		
(Max. schdl. days=19)																				0		
Nov. 23 - Dec. 18	23	24	25	H	N	30	1	2	3	4	7	8	9	10	11	14	15	16	17	18		
(Max. schdl. days=18)				0	0																	
Jan. 4 - Jan. 29	4	5	6	7	8	11	12	13	14	15	H	19	20	21	22	25	26	27	28	29		
(Max. schdl. days=19)											0											
Feb. 1 - Feb. 26	1	2	3	4	5	8	9	10	11	12	15	16	17	18	PC	22	23	24	25	26		
(Max. schdl. days=19)															0							
Mar. 1 - Mar. 26	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26		
(Max. schdl. days=20)																						
Mar. 29 - Apr. 23	29	30	31	1	2	5	6	7	8	N	N	N	N	N	N	19	20	21	22	23		
(Max. schdl. days=14)										0	0	0	0	0	0							
Apr. 26 - May 21	26	27	28	29	30	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21		
(Max. schdl. days=10)											0	0	0	0	0	0	0	0	0	0		
May 24 - June 18	24	25	26	27	28	H	1	2	3	4	7	8	9	10	R	14	15	16	17	18	//////	//////
(No scheduled days)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	//////	//////

TOTALS Scheduled			Served		

(Maximum Scheduled = 143)
(Maximum Served = 143)

SERVICE CODES:

0 = Pupil Not Scheduled (Inservice, Teacher Illness, Personal Day, Snow Day, Parent Conference Day, etc.)
1 = Pupil Scheduled and Not Served (Absent from School/Class)
2 = Pupil Served

RACE/ETHNIC CODES:

1 = Non Minority
2 = Black
3 = Spanish Surname
4 = Asian American
5 = American Indian

Date Transferred to Reading Recovery

__ __ __ __ __ __ (M M D D Y Y)

Date Discontinued

__ __ __ __ __ __ (M M D D Y Y)

CALENDAR WORKSHEET FOR COMPUTING DAYS OF PUPIL SERVICE
1992-93
Early Literacy 2

Student Legal Name _____ (Last, First)

Student Birthdate __ __ __ __ __ __ (M M D D Y Y)

Student Number __ __ __ __ __ __

Race Code ____ (1-5) Sex ____ (M or F)

Note: Please keep original worksheets for all pupils (even for pupils who leave). Do not send to program coordinator or to other RR schools.

Grade Level 0 2

Service Index Number __ __ . __

Teacher Name _____

Program Code __ __ __ __ __

School _____

School Code __ __ __

1992-93	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	SUB-TOTALS Scheduled (1,2)	SUB-TOTALS Served (2)
Aug. 31 - Sept. 25	M	M	2	3	4	H	8	9	10	11	14	15	16	17	18	21	22	23	24	25		
(Max. schdl. days=5)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0							
Sept. 26 - Oct. 23	26	29	30	1	2	5	6	7	8	9	12	13	14	15	conf. 0	19	20	21	22	23		
(Max. schdl. days=19)																						
Oct. 26 - Nov. 20	26	27	28	29	30	2	3	4	5	6	9	10	11	12	13	16	17	18	19	PC 0		
(Max. schdl. days=19)																						
Nov. 23 - Dec. 18	23	24	25	H 0	N 0	30	1	2	3	4	7	8	9	10	11	14	15	16	17	18		
(Max. schdl. days=18)																						
Jan. 4 - Jan. 29	4	5	6	7	8	11	12	13	14	15	H 0	19	20	21	22	25	26	27	28	29		
(Max. schdl. days=19)																						
Feb. 1 - Feb. 26	1	2	3	4	5	8	9	10	11	12	15	16	17	18	PC 0	22	23	24	25	26		
(Max. schdl. days=19)																						
Mar. 1 - Mar. 26	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26		
(Max. schdl. days=20)																						
Mar. 29 - Apr. 23	29	30	31	1	2	5	6	7	8	N 0	N 0	N 0	N 0	N 0	N 0	19	20	21	22	23		
(Max. schdl. days=14)																						
Apr. 26 - May 21	26	27	28	29	30	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21		
(Max. schdl. days=10)											0	0	0	0	0	0	0	0	0	0		
May 24 - June 18	24	25	26	27	28	H	1	2	3	4	7	8	9	10	R	14	15	16	17	18	//////	//////
(No scheduled days)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	//////	//////

TOTALS

Scheduled			Served		

(Maximum Scheduled = 143)
(Maximum Served = 143)

SERVICE CODES:

0 = Pupil Not Scheduled (Inservice, Teacher Illness, Personal Day, Snow Day, Parent Conference Day, etc.)
1 = Pupil Scheduled and Not Served (Absent from School/Class)
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RACE/ETHNIC CODES:

1 = Non Minority
2 = Black
3 = Spanish Surname
4 = Asian American
5 = American Indian

Date Discontinued

__ __ __ __ __ __ (M M D D Y Y)

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3-22-94

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ESEA - Chapter 1
Parent Involvement Log
1992-93

Program Code _____ Name of Pupil _____ Grade _____

Parent Name _____ Address _____ Phone Number _____

THE COLLECTION OF PARENT INVOLVEMENT DATA IS REQUIRED BY CHAPTER 1.

Please check if the following two activities occurred for this pupil anytime this year.

☐ Parent helped child with homework
☐ Parent read to child or child read to parent

DIRECTIONS: Please indicate in the fields below the date, activity, name of parent/guardian, and ~~the time (Hours) you spent with the parent(s). ROUND HOURS TO THE NEAREST TENTH.~~ Obviously, you may keep expanded notes about activities somewhere else.

Date MMDDYY	Activity* (1-5)	Attendee(s) Parent/Guardian	~~Hours 00.0~~

*Kinds of Parent Involvement to record for the column labeled Activity

(1) Involved in planning (do not include advisory council)
(2) Group meetings (do not include advisory council)
(3) Individual conferences (telephone conferences included)
(4) Parental classroom visits
(5) Home visits

REVISED 02/18/93

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Appendix E

Pupil Data Sheet

SHEET

PUPIL DATA SHEET

15 SCHOOL CODE _ _ _ PROGRAM CODE 9 3 3 9 6 SSN _ _ _ _ _ _ _ _ _

SCHOOL NAME _____ PROGRAM NAME _____ TEACHER NAME _____

1. STUDENT NAME _ _ _ _ _ _ _ _ _ _ _ _ _ _ / _ _ _ _ _ _ _ _ _ _ _ _ / _
   last first mi

2. STUDENT NO. _ _ _ _ _ _ GRADE _ _ BIRTHDATE _ _ / _ _ / _ _

3. AVERAGE HOURS PER WEEK OF INSTRUCTION [| | | | |]

	NONE	SOME	MUCH
4. PUPIL PROGRESS			
5. IS THIS PUPIL ENGLISH SPEAKING?	NO	YES	
6. WAS THIS PUPIL DISCONTINUED? (CAREFULLY READ GUIDELINES)	NO	YES	
7. GRADE 1 ONLY: WAS THIS PUPIL PREVIOUSLY SERVED IN READING RECOVERY THIS SCHOOL YEAR?	NO	YES	
8. PARENT HELPED WITH HOMEWORK?	NO	YES	
9. PARENT READS TO CHILD OR CHILD READS TO PARENT?	NO	YES	

FOR NUMBERS 10-14, FILL IN THE NUMBER OF THIS PUPIL'S PARENTS INVOLVED IN EACH ACTIVITY DURING THE YEAR AND TOTAL NUMBER OF CONTACTS.

	NO. OF PARENTS	TOTAL NO. OF CONTACTS
10. PLANNING	[	] [			]
11. GROUP MEETINGS	[	] [			]
12. INDIVIDUAL CONFERENCES	[	] [			]
13. CLASSROOM VISITS	[	] [			]
14. HOME VISITS	[	] [			]

THRU 05-07-93

15. NUMBER OF DAYS SERVICE SCHEDULED (CAREFULLY READ INSTRUCTIONS) [| | |]

16. NUMBER OF DAYS SERVICE RECEIVED (CAREFULLY READ INSTRUCTIONS) [| | |]

17. WHILE IN YOUR CLASS, the Number of Books Read at Text Reading Level Greater than 7 [| | |]

Prepared by
Office of the Superintendent
Department of Program Evaluation (pif pds)

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